

Scotts Valley High School

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Scotts Valley High	District Name	Scotts Valley Unified
Street	555 Glenwood Dr.	Phone Number	831-438-1820
City, State, Zip	Scotts Valley , CA 95066-3262	Web Site	www.svusd.santacruz.k12.ca.us
Phone Number	831-439-9555	Superintendent	Penny Weaver
Principal	Valerie Bariteau	E-mail Address	pweaver@santacruz.k12.ca.us
E-mail Address	vbariteau@santacruz.k12.ca.us	CDS Code	44- 75432- 4430211

School Description and Mission Statement (School Year 2010–11)

Scotts Valley High School's mission is to provide an exemplary education that will prepare our students to thrive in a modern world.

Through our challenging and diverse curriculum, extra-curricular programs, and strong partnerships with the community, students are prepared to be skilled and literate members of both local and global societies. SVHS programs enable students to realize their full potential in intellectual, social, physical, and ethical development.

Opportunities for Parental Involvement (School Year 2010–11)

Scotts Valley High has multiple opportunities for parent involvement. Our Falcon Club supports all athletic program. The Parent Club raises money to support classroom instruction and provides multiple opportunities for parents and community members to volunteer at the school site. In addition, the Scotts Valley Education Foundation works collaboratively with parents at all Scotts Valley School District sites to provide resources for the classroom.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students
Grade 9	213
Grade 10	214
Grade 11	195
Grade 12	180
Ungraded Secondary	0
Total Enrollment	802

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	0.2%
American Indian or Alaska Native	0.5%
Asian	3.7%
Filipino	0.4%
Hispanic or Latino	7.4%
Native Hawaiian or Pacific Islander	0.4%
White	86.4%
Two or More Races	0.4%
Socioeconomically Disadvantaged	12.7%
English Learners	2.5%
Students with Disabilities	5.7%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.2	6	11	12	31.3	3	7	15	32.3	2	4	17
Mathematics	23.9	11	14	5	25.5	7	13	8	28.5	5	7	11
Science	27.6	6	9	12	26.7	6	13	10	31.9	1	8	9
Social Science	27.6	6	12	9	31.9	1	9	13	33.8	1	3	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010–11)

The School Safety Plan is available and communicated to all staff. This plan is approved by both the SVHS School Advisory Council and the SVUSD Board of Trustees. Safety Drills are run in accordance of State and Federal Laws and supervised by SVPD and SVFD.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	7.0%	7.7%	5.98%	3.0%	5.2%	4.4%
Expulsions	0.4%	0.13%	0.0%	0.1%	0.04%	0.07%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Scotts Valley High School takes pride in the safety and cleanliness of our school facility. All classrooms are attractive, comfortable and have adequate lighting. Our custodial staff consists of one daytime facilities specialist, and one evening facilities specialist. These facilities specialists are responsible for and take pride in keeping a clean beautiful campus for all. Aside from their janitorial responsibilities they also perform routine maintenance tasks. We have an active Safety Committee that reviews safety plans, procedures, and provides safety education to our staff. We have a comprehensive Emergency Action Plan in place and drills are routinely held. Each campus has an annual safety inspection performed by an external agency to assist us in providing safe facilities. District maintenance personnel attend to maintenance needs at each campus on an ongoing basis, with service requests being managed through a web-based work order system. To assist in the effort to ensure clean, safe and functional facilities, the district uses a facility survey instrument developed by the State of California Office of Public School Construction and conducts annual self inspections, recording the results of the inspection on the survey document. Below is more specific information about the school and the efforts made to ensure that students and staff are provided with a clean, safe and functional learning environment.

Age of the School Buildings: Scotts Valley High School opened in 1999-2000 and currently has 39 classrooms, athletic facilities, a student union, a kitchen, a gymnasium and an administrative building. Seven of the classrooms and the weight room are portables.

Cleaning Process and Schedule: The district has adopted cleaning standards. The principal works daily with the custodial staff to develop and adjust cleaning schedules to ensure a clean, safe campus.

Maintenance and Repair: District maintenance personnel make every effort to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Safety issues are given the highest priority.

Deferred Maintenance: The district participates in the State School Deferred Maintenance Program, which provides state matching funds to assist school districts with expenditures for the major repair or replacement of existing school building components. Typically these types of repairs would include roofing, electrical systems, painting, as well as heating, ventilation, air conditioning and floor systems.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			Ongoing rodent control on football & upper fields
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Minor roof leaks in gym at skylights & front wall. Roof damage due to wind in G2 & C4
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Exterior door hardware damaged due to vandalism & poor design in gym & rear doors in boy's locker room.
Overall Rating	GOOD				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	36	33.2	38	108.90
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.6	0
Library Media Teacher (librarian)	0	
Psychologist	0.1	
Social Worker	0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.6	
Resource Specialist (non-teaching)	1	
Other	0	

Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Excellent quality, Adopted 2002	no	0%
Mathematics	Excellent Quality, Adopted 2009	yes	0%
Science	Excellent Quality, Adopted 2002	no	0%
History-Social Science	Excellent Quality, Adopted 2006	no	0%
Foreign Language	Good Quality, Adopted 2001	no	0%
Health	Good Quality, Adopted 2002	no	0%
Visual and Performing Arts	Good Quality, new equipment in 2006	no	0%
Science Laboratory Equipment (grades 9-12)	Excellent quality, Adopted 2002	no	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,269	\$795	\$4,474	\$54,110
District			\$5,001	\$57,565
Percent Difference – School Site and District			-10.5%	-6.0%
State			\$5,455	\$63,062
Percent Difference – School Site and State			-18.0%	-14.2%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

A comprehensive educational program for kindergarten through twelfth grade students, including Special Education, English Language Development and Gifted and Talented Education is provided. Federal, state and private grant funding sources are aggressively sought to supplement our educational programs. State and Federal funds are also used to educate students on the dangers of drug use.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,511	\$39,074
Mid-Range Teacher Salary	\$54,052	\$60,172
Highest Teacher Salary	71,214	\$78,468
Average Principal Salary (Elementary)	82,772	\$95,926
Average Principal Salary (Middle)	\$95,469	\$99,356
Average Principal Salary (High)	\$86,606	\$107,041
Superintendent Salary	\$147,204	\$148,555
Percent of Budget for Teacher Salaries	36.87 %	38.00%
Percent of Budget for Administrative Salaries	6.65 %	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	70%	72%	73%	74%	77%	77%	49%	52%	54%
Mathematics	18%	31%	38%	54%	64%	67%	46%	48%	50%
Science	61%	65%	72%	75%	78%	80%	50%	54%	57%
History-Social Science	56%	53%	61%	61%	63%	68%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the District	77%	67%	80%	68%
All Students at the School	73%	38%	72%	61%
Male	67%	39%	72%	66%
Female	79%	37%	72%	55%
Black or African American				
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	59%	25%	63%	49%
Native Hawaiian or Pacific Islander				
White	75%	40%	74%	62%
Two or More Races	69%	43%	73%	65%
Socioeconomically Disadvantaged	50%	15%	52%	40%
English Learners	0%	0%	0%	0%
Students with Disabilities	27%	12%	42%	35%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English- Language Arts	85%	82%	83%	85%	82%	82%	52%	54%	59%
Mathematics	78%	74%	75%	78%	74%	75%	53%	54%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the District	18%	23%	60%	25%	47%	28%
All Students at the School	17%	23%	60%	25%	47%	28%
Male	22%	27%	51%	28%	45%	27%
Female	12%	18%	69%	23%	48%	29%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	35%	29%	35%	48%	32%	19%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	12%	21%	67%	20%	50%	30%
Two or More Races	40%	20%	40%	40%	33%	27%
Socioeconomically Disadvantaged	31%	31%	38%	46%	38%	15%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	69%	8%	23%	50%	42%	8%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.9%	28.2%	52%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	9
Similar Schools	1	1	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	30	29	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	24	38	9
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School	587	845	1,974	880	4,683,676	778
Black or African American	0		6		317,856	696
American Indian or Alaska Native	0		1		33,774	733
Asian	2		10		398,869	898
Filipino	0		2		123,245	859
Hispanic or Latino	68	792	242	822	2,406,749	729
Native Hawaiian or Pacific Islander	0		0		26,953	764
White	483	852	1,503	884	1,258,831	845
Two or More Races	30	870	156	928	76,766	836
Socioeconomically Disadvantaged	60	765	250	793	2,731,843	726
English Learners	14	611	64	720	1,521,844	707
Students with Disabilities	36	628	234	728	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU* Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.3	0.5	0.0	0.3	0.5	0.0	4.9	5.7	4.6
Graduation Rate	96.68	97.45	99.49	96.68	97.45	99.49	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	N/D	N/D	N/D
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	N/D
Hispanic or Latino	N/D	N/D	N/D
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	N/D	N/D	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	N/D	N/D	N/D
English Learners	N/D	N/D	N/D
Students with Disabilities	N/D	N/D	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

Our CTE offerings include SVHS and ROP courses provided both at SVHS* and off-campus. Those courses include: Graphic Designs*, as well as ROP courses in Administration of Justice*, Aqua Culture, Athletic Trainer, Aviation, Bicycle Technology and Performance, CHP Explorer, Computer Aided Drafting*, Construction Technology, Cosmetology, Culinary Arts, Dental Assistant, Digital Photography*, Economics of Marketing*, Engine Repairs, Fire Science, First Responder, Floral Design, Green Careers, Health Careers, Interior Design, Medical Careers, Sports Occupations*, Sustainable Organic Agriculture, and Veterinary Science.

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/D
Percent of pupils completing a CTE program and earning a high school diploma	N/D
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Note: "N/D" means that no data were available to the CDE or LEA to report.

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	84.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	88.3%

International Baccalaureate Courses (School Year 2010–11)

Subject	Number of IB Courses Offered*	Percent of Students In IB Courses
Computer Science	0	
English	1	
Fine and Performing Arts	1	
Foreign Language	4	
Mathematics	3	
Science	7	
Social Science	2	
All courses	18	<i>Data provided by the CDE</i>

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Beginning in 2008 the district has provided two staff development days each year through Professional Development Block Grant funding. Content of days has included the following: review and analysis of student performance data (STAR and local measures) to identify areas of strength and needed improvement for instruction; standards based curriculum and reporting through standards based report cards; development and alignment of benchmark assessments to grade level state standards, K-12 alignment of curriculum and instruction, training in using data systems, identifying student groups performing below basic and providing support to meet their needs. In addition, all certificated staff meet weekly in a restructured day schedule, in order to have Professional Development and Collaboration. The weekly work centers around district goals to increase student achievement and the site Single School Plan for Student Achievement. Our plan identifies specific goals for school improvement in reading, writing and math. These goals are part of the outcome of staff and School Site Council analysis of student achievement data, as well as feedback from parent and student surveys. Staff development needs are identified as a result of student achievement performance. During the past several years, emphasis was given to learning strategies appropriate to English Learners, students with disabilities, analysis of student work, and strategies to address needs of student not meeting standards. We continue to work on essential standards and benchmarks. The weekly professional development time provides opportunities for cross grade level collaboration. Scotts Valley High School participates in the New Teacher Project for first and second year teachers.